



ATTITUDE DETERMINANTS OF THE COLLEGE STUDENTS TOWARDS STUDYING OF TECHNICAL AND VOCATIONAL EDUCATION PROGRAMMES (TVEP)

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ABSTRACT

This study attempts to enlighten the attitude of University and College students for studying the vocational education and training programmes through exploring the factors determining the development of the student's attitude. There are number of factors are responsible for determining the attitude towards vocational education Programmes. Few most important factors were concentrated for the present study. As proposed by the fishbein (1963) there is a close relationship exists between attitude and individual beliefs. Most of the findings reveal that, the outputs are very much similar to the inputs quality. If we train a person with lots of fearfulness, then he behaves fearfully. So believing is most important for the developing the attitude of the people. The descriptive nature of research is conducted with the help of self structured questions consisting of the statements about the attitude of the students towards studying Vocational and Technical Education Programmes. A total of 100 College students were selected as sample and were distributed questionnaire and were explained carefully. The three points scaling such as agree, undecided and disagree were used to find out the attitude of the respondents. The Investigation was carried in five colleges in Tiruchirappalli District covering equally 100 Colleges going students each 20 students in five colleges by using simple random sampling techniques. The result reveals that, most of the students are not aware of the existence of vocational education and Technical Training Institutes at their location and even more of them are not interested in Vocation Education programmes. The frequency distribution was analyzed. The factors such as the socio-economic status, qualification and their societal factors influencing more for determining the attitude of the respondents in the study area.

KEY WORDS: Vocational and Technical Education Programmes.

Introduction

Vocational and Technical Education (VTE) is a backbone next to agricultural field for any country for development. But people are not giving that much importance for both these field for development. Without these there is no food and employability to live. At the same time quality in vocational education and training programmes are also important. Of course quality needs more cost, but it is requisite one. Private institutions offer vocational education and training programmes at more of cost and sometimes it may not be bearable by the common man. Good governance means should fully sponsor the education and health at free of cost to its people. But the trend is reverse in nature. Most of the individual's earnings are spent for these two importance components only. So the government may take essential steps to convert all the private education institutions in to government one and should ready to spend for it. At the same time all the health institutions may be governmentalised and to offer all kinds of health facilities at free of cost. Now the Vocational Institutions run by the government is not enriched equipments and techniques as the private institutions have. Therefore, in general people are not having positive attitude towards vocational education programmes, they prefer to earn convocation degrees without knowing the value of the skill based life giving vocational education programmes. Students were taught only subjects not the skills in regular degree programme and even more they are not prepared to live on their own. But vocational and technical education programmes done all, provided there must be appropriate facilities for vocational and technical education programmes in all the government running institutes. Government must also give first preference for the Vocational and Technical Education students for government postings. Government also tries to modify the degree programmes with including the vocational and technical education contents in it. For every subject the syllabi must have the practical applications like live training of the subjects what the students learn actually. If these changes are possible, then there should not be a shortage for employability skills among the students. Some of the recent news from dailies shows that, nearly about 21% of the students from engineering field are possessing employability skills. This is the condition for engineering studies. Think about the entire subjects and its students employability skills through their courses. The only solutions to these kinds of issues are Vocational training courses. Though it is not popular in our country, most of the developed nations recognized its value and successfully achieved economic and social development by way of providing employability skills to its citizens.

The Vocational Education Programmes (VEP) intended to provide skills by way of manufacturing and service related programs to cut the disparity among the skills obtained by the students with those requisite by the Job market and thus reducing the hopeless studies in higher education. These programmes also supports for developing inspiration, entrepreneurial fortitude, and Skills needed to run a self employment venture. Vocational Education in a to a large extent has broader sense covering education and skill development through Practical experiences.

Literature Review

Fishbein and Ajzen, (1975) defines Attitude as behaviours that are constantly favorable or unfavorable. Lot more theories have been placed forward to direct the attitude concepts well. The most common theory of attitude change is Elaboration Likelihood Model of Persuasion (ELMP) by Petty and Cacioppo, (1986). It states that, generally people are motivated for right mind-sets and those incorrect attitudes are not acceptable one and can roots destructive behavioral, affective, and cognitive effects. The expectancy-value theory by Wigfield and Eccles, (2000) illustrates that one can gains enjoyment by doing the task is the intrinsic value. If individuals perform tasks and are essentially valued, then they will get the psychological consequences of positivism. According to Albert Bandura's social learning theory, much of human learning occurs in a social environment through observing others people obtain knowledge with regard to general rules, strategies, beliefs, skills and attitudes. The present study is fully based on the attitude theory by Fishbein. It give a basis understand about attitude and forecast the behaviour of an individuals. It gives clear understanding about the development and formation of attitudes and believes. According to his theory of information and integration almost all the information are affecting the attitude by valence and weight. Valence is how the information is compared to our attitude. Every statement has positive or negative valence based on agree and disagree concepts. Positive valence statements are something already agreed and the negative valence statements are something we already disagreed. The effect of this information has determining the weight. The lighter weights Statements are not having much impact on one's attitude regardless of valence. The weight statements are having more significant impact on one's attitude regardless of valence. The theory also states that the statement regardless weight specified to it does not have a significant impact on one's attitude because it is generally consist of a number of ideas and this will work against the new information. From these views it is evident that generally students get information from various sources such as parents, care takers, mentors, teachers, friends and the persons in their situations are influencing the attitude of the students towards future career. The confidence of these environments in vocational education and training programmes will be reflecting in students' attitude. Even more if these environments engaged in vocational field, it reflects their children's spirit.

Attitude Determinants

Some of the influential attitude determinants such as skills acquisition in Vocational Education (VE), Self Motivation for VE, Usefulness of VE, Practicals in VE, Values, Immediate Jobs, Current VE Programmes for Self Employment, Opportunity for Higher Education, Poor Family Background, Parents, Siblings and Friends, Societal view, requirement of VE, Gender, Male Positive attitude, VET to reduce unemployment, VE teachers performance, Teachers knowledge, Organizational factors, VE at college and University level, Infrastructure facilities and Traditions and cultural factors were used in the present study.

Conceptual Frame

Conceptual framework explains the existence of relationship between independent and dependent variables. The interest of the students to select the vocational Education and Training programs depends on their attitude towards vocational

education and training programmes. According to Msemo, (2012) explains attitude as dependent variable where as this has been influenced by the perception of the Individuals towards vocational education and training Programmes. There are number of factors related with the students' such as family background, family education, parents occupation and their attitude, friends, their successful life, achievements of vocational students etc., are influencing the attitude of the students towards rating, grading and joining vocational education and training programmes. Mattee, 1983 explains attitude is a learned product of the individuals through by several by the processes of seeing, hearing, perception, judgment of acceptance which is positive or denial is negative and responding. But attitude varies from time to time as it is learned one. By this way the attitude of the students towards vocational education can be changed positively or negatively. Intention of Vocational and Technical Education (VTE)

Vocation education, training and technical education programmes aims to provide trained manpower with technical knowledge, necessary skills, Intelligent Understanding in all the fields of existence. It also aims to fulfill the national goals of overall growth and elimination of unemployment and poverty in the country. Moreover it aims to prepare the students for self-reliance and productive employments.

Vocational Education in India

It refers vocational courses offered in school level i.e. in 11th and 12th standards under 'Vocationalization of Secondary Education' a centrally sponsored scheme. During 1976-77 the Vocational Education Program (VEP) was started in general education institutions. The Kulandaiswamy Committee, 1985 reviewed the VEP in all over the country and framed a guiding principles for the expansion VEP with the purpose to improve individual's employability, decrease the differences between demand and supply of skilled manpower. The All-India Council for Vocational Education (AICVE) falls under the pervue of Ministry of Human Resources Development (MHRD). This is responsible for planning, guiding and coordinating the VEPs at the national level. State Councils for Vocational Education (SCVE) perform the same at the state level.

Problem of the Study

The present education system creates only job seekers not the job providers. If this situation continues, there will not be any new creations and developments. And it creates more number of job seekers in the country. Already drifter Government is not in a position to give employment to all the educated youths. Note that, in unemployed category our statistics include only educated youths not the illiterates and drop-out. Thus, if we include all categories of people for unemployment statistics, the facts will faint all. Therefore self-employment and entrepreneurship, and employability skill development are the end solution for creating fully employed society. Vocational, technical education and training programmes are preparing students for self-employment, self-fulfillment and self-enrichment.

Purpose of the Study

The purpose of the study is to investigate the prominent factors affecting the attitude of the students towards the studying of vocational education and training programmes.

Methodology

The current study applied descriptive research design, as data were collected from 100 UP/PG, M.Phil and Ph.D., students from varies arts and science colleges in Tiruchirappalli district through self-structured questionnaire to find out their attitude towards learning of vocational/technical education/training programmes. A sample of five colleges was chosen randomly and 20 in each 5 colleges totally 100 were collected in Tiruchirappalli district by using frequency distribution. The population of this study consists of all college and university students in Tiruchirappalli District, Tamil Nadu. For the purpose of sampling 100 respondents were selected by using simple random sampling technique.

Result and Discussion

The frequency of the responses by the respondents in each category of the Independent variable responses are shown below. There is no much differences found among the responses in the independent variable.

Independent Variable

FREQUENCY TABLE				
Sl.No.	Variables	Particulars	Frequency	Percentage
1	Age	upto 20 years	59	59.0
		21 to 40 Years	41	41.0
2	College Category	Art and Science	54	54.0
		Engineering	46	46.0
3	Institution type	Government	59	59.0
		Private	41	41.0
4	Qualification	UG	33	33.0
		PG	42	42.0
		M.Phil/Ph.D.,	25	25.0
5	Sex	Male	55	55.0
		Female	45	45.0
6	Marital status	Married	31	31.0
		Unmarried	69	69.0
7	Residential Area	Rural	52	52.0
		Urban	48	48.0
8	Family Income	Below Rs.15000/	30	30.0
		Rs.15001 to 30000	44	44.0
		Rs.30,000 and above	26	26.0
9	Family Type	Joint Family	27	27.0
		Nuclear Family	73	73.0
10	Highest Qualification of the Family	Illiterate	17	17.0
		Primary	23	23.0
		Secondary	27	27.0
		College/University	12	12.0
		Others	21	21.0
11	Available Educational Institutions in the area	Primary	38	38.0
		Upto secondary	30	30.0
		Colleges	20	20.0
		All the above	12	12.0
12	Knowing VET Institutions	Yes	50	50.0
		No	50	50.0

Source: Primary data

Most differing responses among the respondents were 69% are unmarried, 50% are known the vocational education and training institutions in their district, 38% of the respondents said that only primary levels of education institutions are available in their residential area. 59% of the respondents are studying in the Government institutions, 42% are PG qualified, 73% are in the nuclear family system, 27% of the respondent's highest level of education of their family is secondary level of education.

Dependent Variables

It is evident from the frequency distribution table of the dependent variables used in the present study reveals the most of the respondents' responses in the following lines. Amongst 40% are agreed that the Vocational Education (VE) Skills are not enough to become self employed, 57% are agreed that they are encourage others to enroll in vocational studies, 50% are agreed VE is more useful, 56% agreed that VE provides basic skills and information's about jobs, 59% are dis-agreed that VE institutions spent more time for doing practical work and less time for extra and co- curricular activities, 57% agreed that the university degrees provide more value than the VE Certificates. 52% agreed that, generally students join VE for getting immediate Job and for earning, 65% of the respondents agreed that the present VE programmes at school and college levels are not enough for the students to become self-employed, 42% agreed that, VE students have tremendous opportunity for higher education, 71% agreed that, the poor family background insists the students to join in VE Programme, 52% are agreed that, parents, siblings and friend are influencing the selection of VE Programme, 55% agreed that, besides providing skills, the vocational institutions are also prepare students to become responsible citizens, 56% disagreed that, the society has high regard towards VE programmes, 62% of the respondents agreed that, India requires more vocational Institution. 40% disagreed that Skills provided by the vocational education are no longer needed by industries, 46% disagreed that, VE students face difficulties in getting jobs, 68% agreed that, gender is influencing to join in technical and vocational education training (TVET), 71% agreed that, male students have more positive attitude about vocational and technical education programmes than the female students, 64% agreed that vocational education training (VET) plays a big role in reducing unemployment in our country, 62% agreed that, young people do not receive enough advice about VET from their surrounding, 50% agreed that TVET is designed for low achievers, 77% agreed that, VE students attitude are influenced by VE teachers performance, 66% agreed that, Knowledge of the teacher influences the attitude of the students to continue the VE programme, 70% agreed that, Organizational factors like Learning Supports, awarding entities, learning resources and inspiration are influencing the VE studies, 80% agreed that, VE is required at college and university level, 75% agreed that, Infrastructure facilities in VE Institutions attracts the students to enroll in VE programme, 57% agreed that, People think that VE is meant for drop-outs, 68% agreed that, traditions and cultures are influencing the selection of VE Studies. On the whole most of the young minds know the importance of vocational education but the society having its view that it is not meant for job but for drop-outs and low achievers. Thus these kinds of attitude in the society must be detached and very importantly to note that, 80% of the respondents agreed that VE is required at college and university level. So the government and private institutions must take active effort to understand this serious issue and take effective measures to implement these VE programmes at college and university level as like other programmes offered by them. Some foreign countries are concentrating on the development of health and education of its people, and providing it for free of cost. So concentrating on health and education by the government is a real development of any nations. Hence, our government and private sectors should take concrete effort to develop vocational education which is mostly a need of the hour to create self employment and employability skills.

Conclusion

To conclude the about article, VE is a kind of study which prepares the students to put their effort in trade, craft, technical fields, or professional supportive roles like accountancy, nursing, medicine, law, engineering, architecture, photography, videography, interior decoration, food processing, products making, beauty, designing, toys making, electrical, electronic and automobile, cell phone serving and the like courses. VE programmes are teaching the skills required for work environment. The majority of the responses reveal that, attitude of the parents, siblings and friends are influencing the selection of VE programmes. So, providing appropriate awareness on VE at a mass level is required. If the nearby environment not knows about the importance of VE, then they will not direct the students towards VE education and training programmes. So, society must be sensitized towards VE. The current respondents for colleges said that they know the importance of VE now, but they were not directed properly by their environment. More number of national and international organizations must come forward to popularize VE programmes and it should not be treated as a part of education, or the part-time programs but it should be treated as a main stream of education. According to the psychological theorists most of our attitude and behaviors are framed by our past experiences and our environment. It is clear from the study that, there is need to change the attitude at all levels of the society and there is a need of success stories for wide publicity of VE programmes.

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